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AUTHOR Katz, Lilian G.; Raths, James D.
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ABSTRACT

It is proposed in this paper that the goals of teacher education programs should include not only the acquistion of knowledge and skills, but also a class of outcomes called "dispositions." A disposition is defined as an attribution which summarizes the trend of a teacher's actions across similar contexts. The construct is descriptive and classificatory rather than explanatory. For example, a teacher who uses praise in specific contexts and on many occasions might be attributed a "supportive disposition." Because of what is known about the relative stability of human behavior, the summary of the trends of a teacher's behavior, fundamentally descriptive, can also serve as a basis for predicting future trends of behavior. The proposal to include dispositions among the goals of teacher education is intended to focus upon behaviors of teachers related to teaching in the classroom. Arguments for this proposal include discussions on: (1) disposition versus habit and attitudes; (2) the potential benefits of dispositional goals; and (3) the potential risks of over-emphasizing skills. The discussions include noting the problems and difficulties of identification and assessment of dispositions and suggestions on overcoming these problems. (JD)

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DISPOSITIONAL GOALS FOR TEACHER EDUCATION: PROBLEMS OF IDENTIFICATION AND ASSESSMENT

Lilian G. Katz & James D. Raths
College of Education
University of Illinois, Urbana-Champaign

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Dispositions as Goals for Teacher Education: Problems of Identification and Assessment

Lilian G. Katz and James D. Raths

Introduction

In a previous paper (Katz & Raths, 1986), we argue that the goals of teacher education programs should include not only the acquisition of knowledge and skills, but also a class of outcomes we propose to call dispositions. The main purposes of this paper are to outline briefly our definition of the construct disposition, some reasons why we advocate their inclusion in teacher education goals, and to suggest approaches to the assessment and identification of dispositions in teacher education candidates.

Definition of Dispositions

We defined a disposition as an attribution which summarizes the trend of a teacher's actions across similar contexts. Definition of the construct disposition as consisting of the trends or frequencies of acts is taken in large part from Buss and Craik (1983) who define dispositions as "summaries of act frequencies" (p. 105). By way of illustration of the

application of the construct we described a teacher of junior high school mathematics who had been observed skillfully instructing pupils in working with a new algorithm. Following the lesson he directed the pupils to complete a set of problems at their desks. When shortly thereafter one of them approached him for help he reacted by saying "I explained it already. You should have been paying attention. I won't go over it again!". The teacher could be described as exhibiting a particular disposition rather than exercising the instructional skills clearly in his repertoire. Whether or not he used the requisite teaching skills would not alter the fact that he possessed them, but would affect the disposition attributable to him.

It should be noted that we are not using the term dispositions to indicate a cause of behavior; the construct is descriptive and classificatory rather than explanatory. For example, on seeing a teacher make use of praise in specific contexts and on many occasions, an observer might attribute a supportive disposition to him or her. The disposition does not cause the praise. The latter may be one of several related acts from which an observer can infer such a supportive disposition. In this sense, the construct is "an act frequency conception" of dispositions that serves "descriptive and forecasting functions, but...[does] not deal with the causal properties nor provide a causal account

of the behavior at issue" (Buss and Craik, 1983, p. 106). Again, emphasis is on the relative incidence of acts within circumscribed categories or domains. However, because of what we know about the relative stability of human behavior, the summary of the trends of a teacher's behavior, fundamentally descriptive, can also serve as a basis for predicting future trends of behavior.

Finally, the proposal to include dispositions among the goals of teacher education is intended to focus upon behaviors of teachers related to teaching in the classroom. Obviously, teachers, like all others, have many dispositions, drives, moods, emotions, etc., in their personalities. However, the focus on dispositions clearly related to teaching minimizes the need for teacher educators to serve as surrogate clinical psychologists. Those dispositions identified as lying outside of the purview of professional preparation can be brought to the attention of others better qualified to address wider aspects of the personality of candidates.

The definition we are using may be clarified by constrasting what we mean by "disposition" with potentially confusing terms often used in characterizing either the goals of teacher education or other important qualities of teachers.

Skills versus Dispositions

To have a disposition considered desirable in teaching, a teacher also requires relevant skills. For example, a teacher could hardly manifest the disposition to solicit pupils' ideas and feelings over time, for example, without having the skill to frame questions and to ask it meaningfully and appropriately. Yet a teacher may have a skill and use it infrequently (Passmore, 1975). It is this feature that principally distinguishes our conception of "disposition" from that of skill.

A further distinction is found in the actuarial nature of our use of the term disposition. The term "skill" carries with it a sense of mastery. One either possesses a skill or does not (Medley, 1984). But the term disposition refers to the relative frequency with which an act is manifested in a context such as a class discussion or a mathematics lesson.

Attitudes versus Dispositions

The term 'attitude' has a long history of use among educators. In recent years, however, it is the subject of considerable controversy in social psychology, and the dust appears not to have settled yet (see Ajzen and Fishbein, 1977; Adams, 1982; Fishbein, 1980). The typical use of the term attitude is close to the definition offered by Rokeach

that "an attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1968, p. 112) When the term "attitude" is used in this way, the focus is upon pre -dispositions to act; we wish to employ the term dispositions as summaries of actions that have been observed. The widespread use of attitude scales implies that attributions about a person's attitudes are appropriate even without the actual observation of actions. Indeed, often attitudes are measured not through behavioral observations, but via the administration of various scales on which subjects register positive and negative stances (see Adams, 1982).

Habits versus Dispositions

The behaviors that characterize a disposition may be either conscious and deliberate or habitual or merely a matter of style and so 'automatic' as to seem almost mindless. Passmore reminds us that William James says that "habit diminishes the conscious attention with which our acts are performed" and that "in an habitual action, mere sensation is a sufficient guide" (Passmore, 1975, p. 415). We intend our definition to call for actions that require serious conscious attention to what is occurring in the educational context.

That teachers behave in habitual ways cannot be disputed. It is also invariably true that some of those habits are helpful (or harmful) to their own goals. But we are reluctant to count behaviors, normally thought of as habitual, as dispositions. We prefer to use the term 'habit' to refer to acts that are neither intentional nor consequent to reflection. We reserve the term "disposition" to characterize a pattern of acts that were chosen by the teacher in a particular contexts and at particular times. Inasmuch as intentionality is a mental process, we see dispositions as 'habits of mind' - not as mindless habits; they are classes of intentional actions in categories of situations and can be thought of as 'habits of mind' that give rise to the employment of skills, and that, when acted upon, call for skillful behavior.

Potential Benefits of Dispositional Goals

Several arguments can be made for the inclusion of dispositions in the set of goals for teacher education.

Dispositions as Criteria of Competence

By introducing the construct of dispositions into the discussion of teacher education goals, we hope to alert teacher educators to their potential contribution to strengthening desirable and weakening undesirable

dispositions, and to the potential error in assuming that the observed execution of a given skill on one or a small number of occasions is a sufficient criterion of teacher competence.

It is clearly conceivable that a candidate can have a given skill in his repertoire and not employ it. We wish to address the probability of actual frequencies with which categories of skills are employed, rather than simply whether or not they have been mastered by the candidate. In other words, a criterion of competence must include a high probability of applying given teaching skills appropriately, (i. e., having the disposition to use them.)

In a similar way, the inclusion of dispositional goals reminds us that demonstrations of the mastery of pertinent bodies of knowledge (e.g., educational psychology, child development, etc.) also does not ensure that the dispositions to apply the principles embodied in them will be acquired.

Desirable and Undesirable Dispositions

Another reason for including dispositions in teacher education goals is that in discussions of teacher competence, the term skill is typically taken to refer to desirable behaviors; candidates are judged competent if skills are exhibited and incompetent if they are not. But no

skill is listed as one that disqualifies a candidate. This however is not the case for dispositions. The dispositions thought to be related to effective teaching can constitute goals for teacher education, but in so far as not all dispositions are desirable in general or for teaching in particular, their presence could be used to judge the candidate as incompetent. In addition, the weakening and/or elimination of undesirable dispositions (e. g., stereotyping students on the bases of race or sex, etc.) can be couched in positive terms (e.g., accepting of diversity, etc.) and their strengthening can be included among the goals of the the teacher education program.

Some Potential Risks of Over-emphasizing Skills

The most disconcerting potential risk of excessive focus on skill learning, drill and practice (probably applicable to education at every level) is that the disposition to use the skills may be damaged. Learners - perhaps at every age - subjected to more than optimum amounts of drill and practice of particular small segments of behavior -- especially if the practice occurs in contrived situations outside of a meaningful context -- may resist such training by avowing never to use the skills once the practice of them is no longer obligatory. In other words, in such cases candidates would have acquired appropriate skills at the expense of the disposition to use them. While it is of little use to have

such desirable skills in one's repertoire without the disposition to use them, it would also be useless to have appropriate dispositions without the skills which would make it possible to act upon them. Thus it is not a matter of emphasizing skills or dispositions, but of making the acquisition of skills and the dispositions to use them mutually inclusive goals.

It should be noted however, that we do not intend to suggest that there is a disposition associated with every given skill, namely the wont to apply the skill appropriately. Rather, we assume that the notion of "disposition" is abstractly broader that that of skill, and that every disposition subsumes a number of skills - - a quality that gives to the concept "disposition" its conceptual "size".

Dispositions as Selection/Exclusion Criteria

Another reason for proposing the inclusion of dispositions is the notion that among those dispositions we might judge essential to teacher effectiveness may be some that candidates possess before entrance into a teacher education program. Thus for example, one might be the disposition to empathize, to put oneself in another's shoes or "read" another's mind. It may be possible to assay the extent to which a candidate already has such a disposition before embarking on teacher education and to ascertain its strength

early in the program; this information could be used either for diagnostic-prescriptive purposes or as a selection criterion. Similarly, undesirable dispositions could be identified and dealt with, or in extreme cases serve as exclusion critieria.

Conceptual Size

Finally, another reason for our proposal is a phenomenon that has been referred to as the "Goldilocks" problem of dissemination (Katz, 1984), namely that the use and adoption of ideas and concepts may be related to their "conceptual size". Some ideas or concepts are either too small or specific to be used and/or generalized. Lists of teaching skills as goals for a program may be too small in "conceptual size" around which teacher educators can mobilize their efforts. There are so many skills, and almost all can be broken down into even smaller sub-skills that it is hard to feel that they contribute realistically to the day-to-day work of a teacher or teacher educator.

On the other hand, some concepts, ideas and goal statements are so large in "conceptual size" that they do not give a would-be user enough information to guide decisions. The large size ideas may, however, serve useful purposes as doctrine or ideology. But "The improvement of teaching" as a goal for a teacher education program may be too large to use

as a basis for judging how close the program is to its own goals.

It is our impression that the disposition construct may be a middle-level size toward which teacher educators can orient their efforts. As we use it, the term may provide a concept that is neither too molecular, nor too molar, but just the "right size" to help teacher educators have a sense of direction. Dispositions can constitute bases to judge the appropriateness of curriculum content. They can be applied as a set of criteria for the evaluation and assessment of practice teaching and other aspects of candidate competence.

Assessment of Dispositions

A perennial challenge to educators is that of assessing program goals and objectives. Goals that are not assessed are probably interpreted by teachers and their students as mere rhetoric, "signifying nothing". Thus, if dispositions are to be goals of a teacher education program, and as such, to focus the attention of faculty and students upon their attainment, they need to be assessable. In the paragraphs below, we propose several procedures for measuring the extent to which candidates demonstrate particular dispositions.

Intuitive Approaches. Supervisors can be asked to rate the tendency for a candidate to display given dispositions, on a

ten point scale, where 1 is low and 10 is high. Assuming the supervisor has visited the teacher sufficiently often and has been trained, perhaps through simulations, to recognize actions that typify the disposition, there is a good chance the ratings generated will be fairly reliable. There may, however, be a problem with their credibility. If the ratings are to be used to assess the impact of a program on certain dispositions observed in teaching, the judgments of a supervisor, an agent of the program in question, would not be accepted as compelling evidence of the program's impact. On the other hand, if a person who was independent of both the candidate and the program were selected to make the intuitive assessments, new and different problems may arise. The "third person" may not visit frequently enough to get a reliable picture of the candidate who is being rated. Further, an "outsider" may have difficulty recognizing the dispositions which are the targets of the program without having experienced an intensive training program. To arrange for an evaluator to make a sufficient number of visits, and to spend the time to become trained in recognizing the dispositions of interest to a particular program faculty is an expensive proposition. It may be that the intuitive approach is, taking into account costs and credibility issues, not so feasible.

Measurement Approaches

A more precise approach is advocated by Buss and Craik (1985). Their procedures are based on several assumptions, each of which is discussed below.

1. Dispositions are names assigned to classes of actions that seem to belong together. The dispositional categories are seen as "fuzzy sets". That is, it is not always clear where one category ends and another begins. For example, actions that could be classified as belonging to the disposition "to be businesslike" may also belong to the disposition "to be prepared".

2. Some actions within a dispositional classification are more important or more prototypical than others. For example, under the disposition "to give clear explanations", the act "to give examples" may be more prototypical of the disposition than "repeating important ideas at least twice".

Given these assumptions about the relationships between dispositional categories and the actions that comprise them, the following procedures are suggested for the development of a measurement scale. Of course we are further assuming that a program faculty has identified the dispositions they wish to strengthen in their program.

1. Select a panel of experts to nominate acts that might be considered as counting under a selected dispositional category. For instance, take "to be enthusiastic" as a classification. The experts could think of specific acts that indicate a teachers' dispositions to be enthusiastic. It is important to recognize that the act descriptions to be included here involve elements of context, style and intentionality (Buss and Craik, 1985, p. 939). The listing is not merely behaviors. Some examples that such a panel might generate are included in Table 1.

Table 2.

ACTS INDICATIVE OF THE DISPOSITION "ENTHUSIASTIC" DIFFERING IN PROTOTYPICALITY

MEAN	SD	"ENTHUSIASTIC" ACT
9.20	.34	Teacher used appropriate non-verbal signals to augment his presentation.
4.23	.42	Teacher spoke in various tones, changing the modulation of his voice.
1.23	.43	Teacher showed delight when a student indicated views similar to that of the teacher.

Since we have postulated earlier in this discussion that some dispositions could be considered negative, we can make a list of acts that suggest a lack of enthusiasm as well as those suggesting a strong disposition to be enthusiastic.

A panel selected to nominate a list of acts illustrative of the disposition "to be enthusiastic" could consist of candidates within a program, of educational researchers, of teacher educators, of teachers, of supervisors and/or principals, of school board members or the lay public. Of course, a panel might include representatives from any combination of the reference groups cited above, or others. The point is to employ a panel which can generate a list of acts that are likely to be seen broadly as illustrating a particular disposition.

2. The second step is to ask another panel (preferably not the same one that nominated the acts) to rate each nomination on a ten point scale, indicating how prototypical each action is of the dispositional category. Ratings are illustrated in Table 1 above. In this fictitious account, the panel suggested that the action of using appropriate non-verbal cues is more a sign of enthusiasm than merely speaking in varied tones or even "showing delight". Using the ratings of the second panel, the actions nominated as

illustrations of a particular disposition can be sorted, ranked and weighted.

3. Those acts which receive the highest rankings on prototypicality could be entered onto a scale - - and supervisors could be asked to judge the extent to which teachers are observed acting in those ways. Frequency assessments can be merely summed to arrive at an "enthusiasm" score, or each frequency rating could be weighted by the prototypicality the act received from the panel in step 2 above, to increase the differentiation of the measurement procedure.

By building scales such as those suggested above, based largely on the methods suggested by Buss and Craik (1985), teacher educators would be able to assess the dispositions of their candidates both before entering the teacher education program and after graduating. This information would be helpful in evaluating the program's efficacy in this area. Second, in the tradition of the current process-product researches, measures of dispositional strength could be correlated to outcome measures in teaching to lend support (or cast doubt) on the importance attributed to certain dispositions. We could find out, for instance, what contributions the teacher's disposition to be enthusiastic makes to reading achievement. Each teacher in the study would be observed intensively over a period of time. At the end of every two weeks or so, observers could rate the extent to which the acts found on the "enthusiasm" scale are present. By transforming the judgments about frequency on the part of observers into measures that differentiate among teachers in terms of their manifesting

the disposition to be enthusiastic, and correlating those scores with reading achievement scores, perhaps corrected for initial differences in achievement on the part of the pupils, the hypothesis that the extent of enthusiasm is related to reading achievement could be tested.

We find this procedure, based almost entirely on the work of Buss and Craik (1983) to be feasible and sound, and have begun work along these lines at the University of Illinois.

Selection of Dispositions

A second challenge we faced as advocates of including dispositions among the goals of teacher education was that of finding ways of selecting appropriate goals to address. It can be argued that it was this problem, the identification of objectives, that caused the competency-based teacher education approach to flounder. In that time, almost 15 years ago, teacher educators generated huge numbers of objectives, in some programs the number of competency objectives ran into the thousands, and there was no stopping place. The same situation could be true of dispositions. This problem, which has plagued curriculum designers in all fields, hinders educators from chosing with confidence a small set of goals upon which to focus instructional time and student energies. We had hoped that the concept of "disposition" was of such a size that the

problem of selection might be eased somewhat. We made several serious attempts at developing a "logic" for selecting objectives in the hope that we would find some effective boundaries; but in each case we ran into serious practical and/or theoretical difficulties. In the paragraphs which follow, we recount our experiences and relate our frustrations.

Empirical Approaches

With the help of a colleague, we attempted to identify dispositions our candidates manifested spontaneously in tackling a teaching task. Serious methodological difficulties arose at the outset. First, a number of the dispositions observed in candidates had less to do with teaching *per se*, and more to do with whole personalities (e.g. being a responsible and caring person). Not that these attributes should not be considered in evaluating candidates; but they appeared to be outside the scope of a teacher education program. (They may have relevance for making admissions decisions, however.)

A second problem had to do with making appropriate attributions based on observed behaviors. One observer coded a candidate's unflattering comment to a pupil as evidence of a desirable disposition to be "frank"; another saw the same behavior as an index of the less desirable disposition to be

"insensitive". These early efforts failed to take into account the need to observe candidates over a long period of time so as to detect "trends" in their behavior - a key element in the definition of disposition we are using.

We then explored the Ryans (1960) research findings about teachers' "traits". We arbitrarily selected the three factors that extracted a majority of the variance in his study: I: warmth versus aloofness; II: businesslike versus slipshod; and III: enthusiastic versus dull. One commendable feature of Ryan's list, besides its finiteness, was that it included both positive and negative terms or traits. One of the advantages of including dispositions as goals is that, unlike skills, the idea of dispositions suggests some attributes of candidates that might disqualify them for admission or retention in the program.

While the Ryans' framework for the identification of dispositions worked fairly well, we seemed to generate a large number of dispositions that were not relevant specifically to the teaching profession, but to general successful living. Furthermore, it was difficult to imagine how a teacher education program could address the dispositions we generated. We seemed to have reached another dead end.

Analytic Approaches

In a third effort, we attempted to address that aspect of our definition that emphasized the notion of trends of behavior in particular "contexts". Once again we ran into the issue of the "conceptual size" discussed above. Some contexts were "too large" and not sufficiently specific to give direction to the selection of dispositional goals. For example, the context of "teaching" was too large for our purposes. Other concepts were too small, e.g. contexts such as "teacher notices a pupil's error". What dispositions would we want a teacher to display in this context? While we could generate a number that seemed appropriate in a given context, we had no difficulty generating 70 or 80 similar contexts, with no end in sight!

We then attempted to explore what we identified as a "middle-sized context", teaching a "direct instruction" lesson. The identification of appropriate/inappropriate dispositions in such a context was stymied for two reasons. We have been attempting to use the construct "disposition" to capture a large collection of teacher behaviors. So, if a teacher were to praise Johnny for making "a nice try" at accomplishing a task, if a teacher told Mary that she was missed when absent, or acknowledged Nancy's new haircut admiringly, we might classify all these behaviors under the

disposition to be "warm and caring" or any number of other dispositional categories. The point here is that the dispositional label is intended to describe multiple acts. In the "direct instruction context" we were unable to make this important distinction. Though we could define teacher behaviors relevant to the context, we had difficulty classifying them into dispositional categories. Most of all, we wanted to avoid the pitfall of associating each skill with its own disposition toward its use; such an approach would quickly lead to the generation of virtually infinite lists of teacher behaviors.

Further, as we worked in different "middle-sized contexts", such as "going on a field trip", or "holding a teacher-parent conference", the dispositions we identified were not sufficiently different from one context to another. For example, the disposition "to be clear", or "to be caring" seemed relevant across contexts.

We next turned to the advice we advanced in our earlier paper (Katz, & Raths, 1986), namely, that if a theme, or over-arching conception of teaching or of teacher education were adopted by a program, it should be easier to generate dispositional goal statements. In this effort, however, we ran into similar difficulties to those outlined above. The themes we chose to illustrate this approach in our earlier paper were not relevant to all principal contexts of

teaching. For example, the theme of the Combs/University of Florida (Combs, 1969) teacher education program stressed the importance of teachers "reading" children, of being re-assuring and encouraging, and the like. While it was fairly easy to write dispositional goal statements for these principles, we also felt a need to formulate statements for contexts not emphasized in the Combs approach. For example, how does the Combs approach address teaching contexts such as: working with parents, assessing pupil progress, or planning instructional units? In our efforts along these lines, we were so concerned about omitting some potentially important teaching contexts that we committed a second kind of error - one we assessed as "less worse" for the moment: we included contexts we judged important for teachers even though they were not implied by the theme of the approach. And once we were outside the theme, we were back in the same difficulty - - there was no logical or conceptual boundary to suggest when to stop adding contexts or dispositional goals.

Our most recent effort was guided by Westbury's very useful analysis of the principal constraints all teachers face (Abrahamson & Westbury, 1974). The categories they selected to include share a common characteristic - - namely that as efforts are directed toward one of the constraints, almost

surely the other constraints are affected adversely. His list includes the following:

Coverage	the teacher's need to take pupils through a prescribed list of topics or complete a textbook or syllabus.
Mastery	the teacher's need to ensure that pupils achieve adequate mastery of the subject, topics and skills that are covered.
Affect	the teacher's need to make pupils feel accepted, to make the class interesting, at least moderately appealing, and the classroom climate somewhat pleasant.
Discipline	the teacher's need to enforce school rules, support community behavioral norms and values and to obtain pupils' attention and compliance in learning tasks and assignments.

It seemed relatively easy to nominate dispositions that might be associated with each of the four constraints, and the cells indicating their pairing with each of the others (See Table 2). We found that we could name a disposition or two within each cell that seemed worth strengthening, that pertained especially to teaching and not at all to other professions, and that were relevant to a teacher education program. To illustrate this approach, in the paragraphs that follow, have have named a disposition that might help a teacher transcend the dilemmas suggested by the pairing of a sub-set of the cells.

Table 2

A MATRIX BASED ON WESTBURY'S CONSTRAINTS IN TEACHING

Constraint	Coverage	Mastery	Affect	Discipline
Coverage (C)	C	C x M	C x A	C x D
Mastery (M)	--	M	M x A	M x D
Affect (A)	--	--	A	A x D
Discipline	--	--	--	D

Coverage x Mastery. For example, the coverage/mastery dilemma, in cell 2, represents a classic predicament of teaching. What teacher dispositions will facilitate coping with this problem? We nominate the following for consideration:

To distinguish between the goals of the lesson, and the content selected to advance or illuminate the goals.

To say that an instructor has this disposition is not to suggest that in every class, in every lesson, on every occasion, he/she makes the specified distinction. Instead, the assertion claims that "for the most part", a teacher

with this dispostion can be seen carrying out actions such as the following:

1. Designing a unit on the concept of "culture" and selecting the topic of "India" by which to advance students' understandings of the concept.

2. Foregoing "enabling objectives" as goals , and instead enunciating goals in fairly global terms.

3. Informing students that the goal of the unit on the U. S. Civil War is not primarily to study the "facts" of the war, but to learn how to use primary sources of information in writing a report. The teacher's words on this matter are backed up by action: the final unit test emphasizes the "use of primary sources" more than facts of the Civil War per se.

There may be other dispositions in this classification, but this particular one may help teachers more than others to overcome the frustration of the coverage-mastery dilemma.

Coverage x Affect

The conflict suggested by this pairing is that, in the final analysis, most children would prefer to be somewhere else besides being in class. As teachers spend time making the class a more pleasant place in which to study, to learn, and to live, the "opportunity" to cover more content is forfeited. The teacher's disposition might be:

To give students a chance to make choices within a topic or unit of study.

This disposition may be of service in facing this coverage x affect dilemma. Permitting students to choose which sub-topics or areas to study within a large unit is likely to provide them with some sense of ownership of their chosen

topic. At the same time, with so many students pursuing so many different topic areas, the class and the teacher can acquire the sense that a great deal of "ground" is being covered by the class. Teachers demonstrate the disposition to give meaningful choices for children through actions such as the following:

1. Within a unit on Egypt, encouraging students to select from among such sub-topics as Egyptian science, Egyptian religion, Egyptian government, etc. for their work.

2. In a unit on the solar system, a teacher provides ways for students to select which planet or star[s] they wish to study.

Coverage x Discipline

The dilemma suggested by this pairing of constraints is that as a teacher takes time out from instruction to enforce classroom rules, he/she reduces the time available for the coverage of subjects or skills. The following disposition on the part of teachers could reduce the conflict embedded in this dilemma:

To deal with violations of the rules through delivering sanctions or arbitrating decisions in ways that do not interrupt the flow of the lesson that is underway.

Kounin (1970) found that the disposition to "overlap" was extremely helpful in keeping the class on task during times the teacher was actually administering the rules of the classroom. According to Kounin, many teachers stop their teaching in order to attend to the management functions, thus sacrificing coverage goals. The following acts on the

part of teachers would be manifestations of a disposition to be "overlapping":

1. To continue with a reading group when a message comes from the principal's office asking for information about an absent child's homework assignment. The teacher walks to his desk unobtrusively while the class continues taking turns at reading. He interjects pertinent comments into the discussion as he completes a note for the messenger to take back to the office.

2. To signal to a student who is momentarily misbehaving without interrupting the student who is speaking or drawing a great deal of attention of other students in the class to what has been going on in the rear of the classroom.

Although we felt that the four constraints of teaching offered by Westbury's framework helped with the problem of placing boundaries upon the scope of dispositions eligible for nomination in teacher education, we continue to find their conceptual "size" somewhat smaller than we had hoped.

Summary

We have reviewed in this paper our arguments for including dispositions in the set of goals to which teacher education programs ought to be addressed. We tempered our zeal for this approach with some accounts of the difficulties we have encountered in working with "dispositions". As a result of our efforts, we are much more sanguine about being able to devise procedures for assessing dispositions than we are about finding ways of limiting the number and scope of the dispositions programs might reasonably take on as goals. We invite our colleagues, represented in this distinguished audience today, to share their views, to join us in data

collection efforts, and to suggest to us ways that we might use these ideas with greater facility.

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